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Appendix E. General Adaptive Strategies.

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To develop within teachers those adaptive capabilities necessary to enable them to diagnose learner difficulty and potential, to make prescriptions based on valid diagnosis, and to implement the prescriptions, an attempt has been made to analyze the behavioral components of a general adaptive strategy so that instructional systems can be developed to produce them. The general adaptive strategy has both process and content components. The process competencies required include abilities to (1) assess a situation, (2) prescribe predictable alternatives, and (3) follow through. The content component encompasses competencies in (1) foundation areas (personal and interpersonal), (2) general areas, and (3) professional areas (instructional and noninstructional). As an example of how components may be further specified, self-definition, a personal foundation area content component, may be analyzed in terms of five categories: psychological needs, personality traits, cognitive styles, abnormal distortion, and knowledge base. (Two case studies of actual students are included to demonstrate the relation between the content description of self-definition to the process component of the model. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (Author/SG)

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APPENDIX E--GENERAL ADAPTIVE STRATEGIES

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GENERAL ADAPTIVE STRATEGIES

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Introduction

Much concern has been expressed about the need for developing general adaptive strategies of teachers. The ability to diagnose learner difficulty and potential, to make prescriptions based on valid diagnosis and to implement or carry out these prescriptions has been a topic for much discussion among educators; but little or no systematic effort has been made to develop those capabilities in teachers. The following chart and descriptions represent a first approximation to break out the behavioral components of a general adaptive strategy so that instructional systems can be developed to produce them. The chart is followed by more definitive descriptions of the process components.

Outline for Process Component Chart No. 1

I. Description of the "process" competencies required as prerequisites to adaptive capabilities.

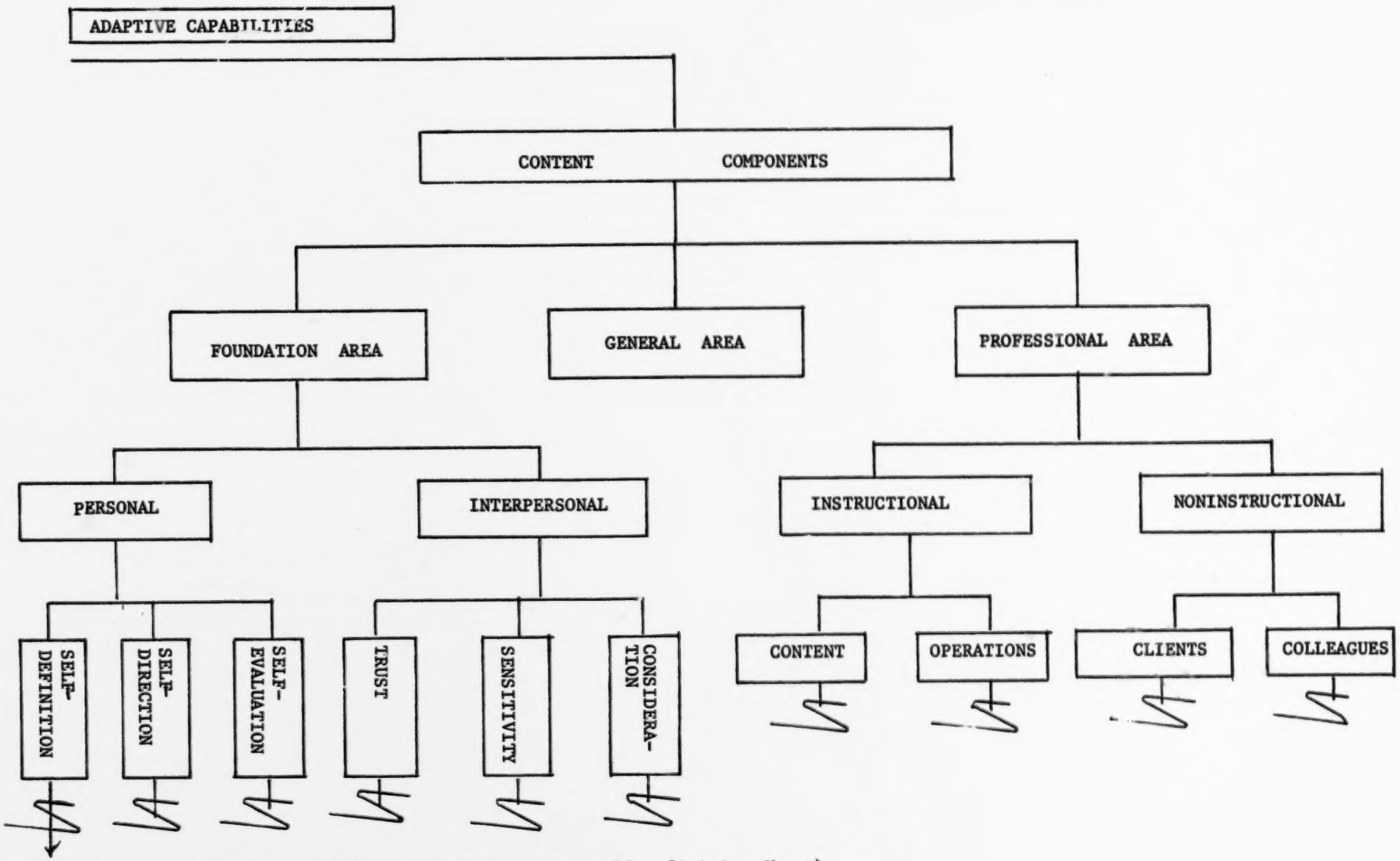
A. Ability to Assess Situation.

1. Scan: (Sensing Function)
This involves the process of cue sensitivity, the amplification and filtering functions necessary to receive relevant data.

2. Recognition: (Measurement Function)
Congruence of incongruence is identified. The data selected from the total "environment" is categorized in terms of agreement or nonagreement with a predetermined standard or scale.

3. Clarify: (Comparison Function)
One measure is compared with another to determine degree of agreement between the two. This relates to "position" cues which help to tell us where we are in relationship to our standards.

CONTENT COMPONENT CHART



(For a greater breakdown of Self-Definition see the Self-Definition Chart)

4. Analyze: (Relevance Function)
   The establishment of relevance in terms of immediate or not so immediate attention to be given the clarified incongruence.

B. Ability to Prescribe Predictable Alternatives.

1. Specify Incongruence: (Identify Function)
   Describe dissonance in specific terms. Outline the area involved in terms of cause of dissonance.

2. Gather Relevant Data: (Organization Function)
   The combining of information from a number of different sources.

3. Generate Alternatives: (Synthesizing Function)
   This involves the organizing of the data into a variety of alternative courses of action which are designed to produce a decision or action.

4. Assessment of Alternatives: (Evaluation Function)
   Assess alternatives in terms of which one has the most predictable potential for accomplishing the desired consequences.

C. Ability to Follow Through.

1. Act upon previously selected alternative: (Actuation Function)

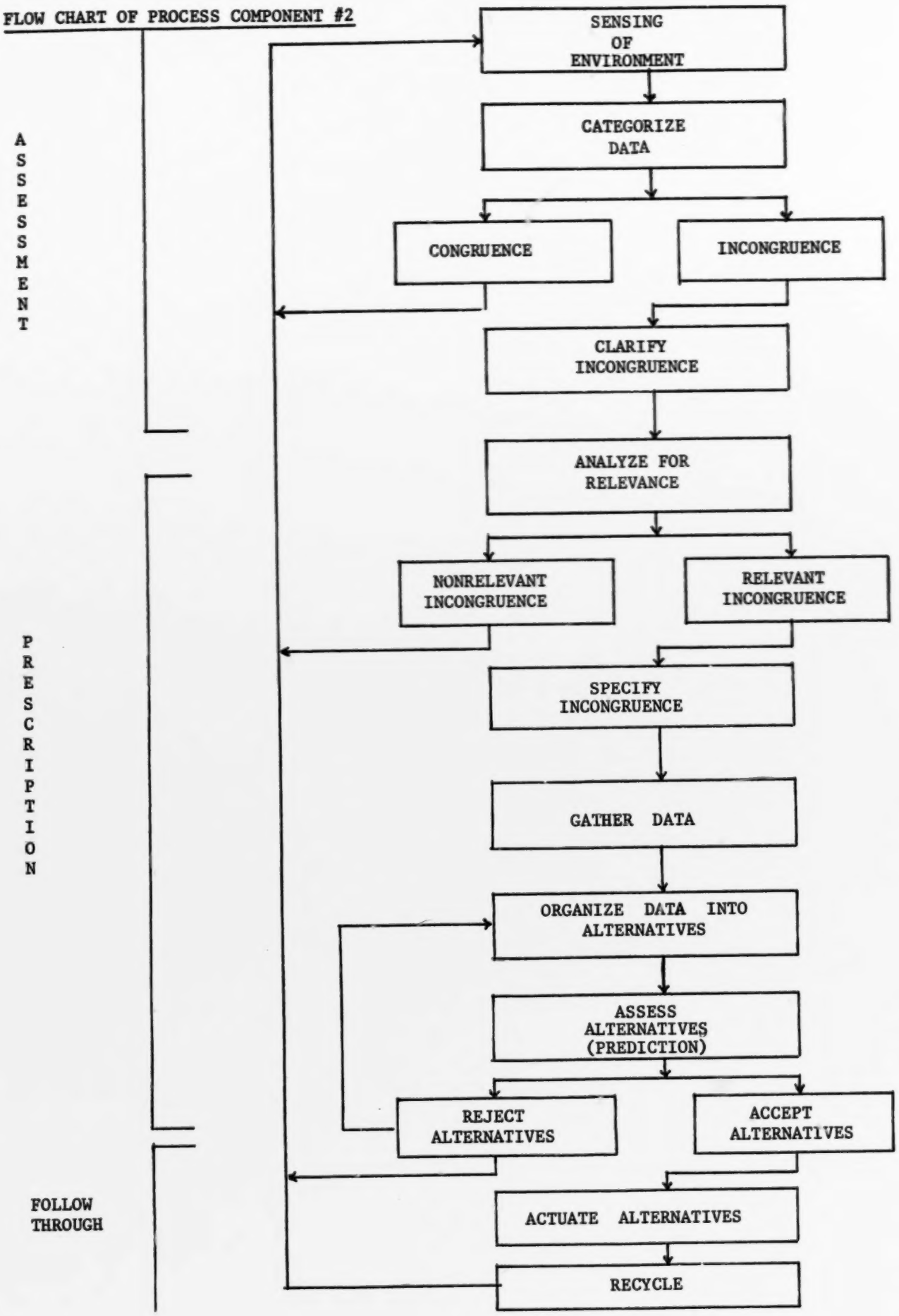
2. Provide for continual or intermittent inspection of quality of the output: (Monitoring Function)

3. Assess output in terms of desired results and observed results: (Assessment Function)

4. Recycle to sensing.

A more definitive explanation of the way in which the adaptive process flows from one component to another is presented in the Process Component Chart No. 2 followed by a descriptive narrative which provides an elaboration of each of the process steps.

FLOW CHART OF PROCESS COMPONENT #2



Descriptive Narrative To Accompany
Flow Chart of Process Component No. 2

SENSING OF ENVIRONMENT (1)

This phase involves the selection processes and sensing functions of data acquisition. The amplification of cues or filtering of environment cues is due to our perceptual screen or information-source preference at a given point in time.

CATEGORIZE DATA (2)

Once the cues or data are selected or made "aware," they must be assembled in a logical or workable fashion into categories. This is not to say we cannot react to any single cue, only that this "one" cue must be significant in and of itself, a category in this sense.

CONGRUENCE OR INCONGRUENCE (3)

Recognition of agreement or nonagreement with the expected or intended situation at a given time. Here we are actually involved in monitoring the present situation to maintain congruence and in identification of categories of data which tell us of an incongurence between the intended or expected outcomes and the actual or observed outcomes. I see the match-mismatch function as including at least these two elements.

CLARIFY ACTUAL SITUATION (4)

This phase has been stated as, "identifying the problem is half the battle." In order to clarify a problem or a set of cues organized into categories which tell us of an undesired outcome or of an undesired "likely" outcome (the means to an outcome), we must identify the problem realistically. By realistically, I mean several measures must be utilized in order for an accurate or "realistic viewpoint" to be established. These several measures are position cues which help orient us to the reality of our position in relationship to the position we most desire or are striving for. (I think of the triangulation method in surveying.) Without at least three measures you really do not have a valid position reading.

ANALYZE FOR RELEVANCE (5)

Once the problem is specified and defined as clearly as possible in a given situation, we then can decide the relevance of the incongruence. This may involve the individual or the instructor and the individual.

At all times the student must be aware of the minimum requirement expected of him as a student and the minimum requirements he places upon himself. Only then can the relevance of an incongruence be resolved. This brings us to the establishment of priorities. Some decisions are pre-made by the "establishment," but the student must ultimately make the decision before commitment is forthcoming.

RELEVANCE OR NONRELEVANCE (6)

Once the relevance or nonrelevance is clarified, the amount of attention committed to resolving the incongruence is negotiated. Here, again, we are speaking of a process with time a fourth dimension. At a given time we may be able to apply only a small amount of attention to a relevant incongruence because of a higher priority incongruence or congruence receiving more attention.

SPECIFY INCONGRUENCE (7)

This function is related closely to phase (3)--that of clarifying the incongruence. The major reason for including this phase, however, was to describe a disruption which takes place at this level. Previously, phase (3), we were involved in validating an incongruence; the type of data at that phase is different than the type of data in phase (6). In phases (3, 4, 5) the incongruence has already been clearly identified, validated, and found relevant. At phase (6) the type of data sought is that of cause data. The incongruence is outlined and specified from this focus. Surely, some of the data collected previously will overlap.

GATHER DATA (8)

This label is really not accurate in the sense that data collection is done at all levels. However, this collection of data refers to the specification of the incongruence. Every possible data source is "tapped" to build up a pool of data that speaks to the incongruence. (I use data in the most general sense.)

ORGANIZATION OF DATA INTO ALTERNATIVES (9)

By some unknown phenomenon, the data which are available to us get organized into alternatives of action, or possible better, courses of action. The hypothesis here would tend to say a wide foundation of data will allow a better decision or construction of an alternative. We must remember that this foundation speaks of relevant data. The trick is to determine what the major portion of relevant data consists of.

ASSESS ALTERNATIVES (10)

At this phase, we decide on the likelihood of an alternative to produce the desired outcome. This exercise could consist of "pure" mental prediction or actual probings to seek indicative data of potential success. I would assume the terms "playing it by ear" and "winging it" speak to this level to a great extent.

REJECT OR ACCEPT ALTERNATIVE (11)

At this point we can reject the chosen alternative or accept it. If we reject it, several things can occur. First, we select another alternative generated from the previous state or we look for a different type of data to construct or revise another alternative. I would assume the latter is generally the case. It's like playing chess; you "think" through your possible maneuvers (my action, his action) until you decide upon a move. Then by going through the maneuvers mentally, very often new data will present itself. This new data could involve further organization of data and even further gathering of data.

If the assessment proved satisfactory, you would accept the alternative.

ACTUATE ALTERNATIVE (12)

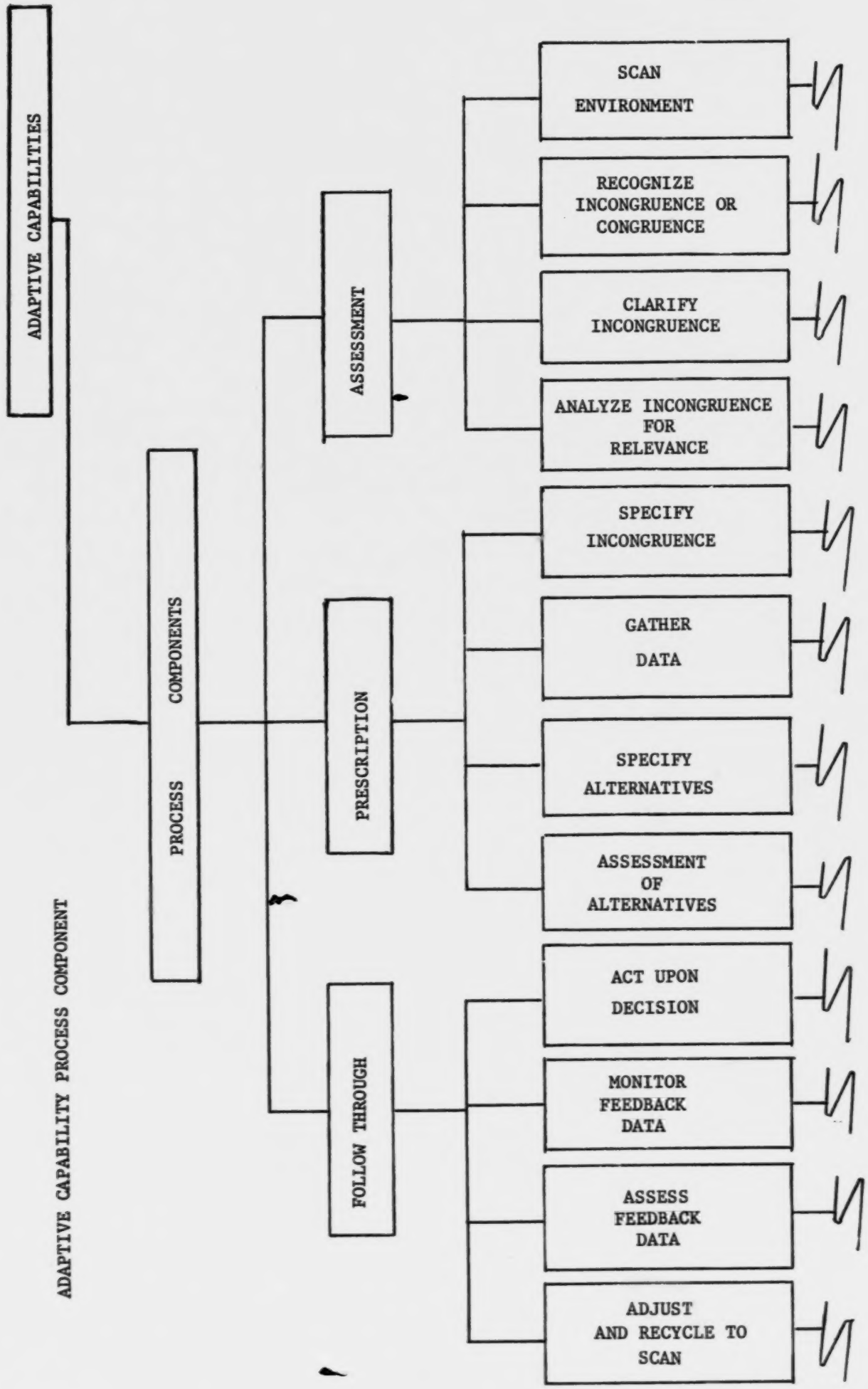
Once you accept an alternative, you then actuate or initiate action concerning this alternative. This by no means says you must stay with this line of attack. Remember, at all times we are progressing through time involved in acts in all the other phases. This brings us to <u>follow through</u>. Once an alternative is actuated, you must monitor the action to insure desired results. Here, again, position cues are involved.

RECYCLE (13)

From this phase, we will recycle and continue to scan or monitor. If through monitoring we discover a diversion, remedial action must be initiated. This action will follow the same process described in the earlier phases.

CONTENT COMPONENT (14)

The general adaptive strategy has a content component as well as a process component. The content components are presented in Chart #3. The component that is concerned with self definition is further broken down into its components and presented in Chart #4 followed by a descriptive narrative that further clarified the self-definition components as perceived by Garrison and Haines. Two case studies of students are presented to exemplify how the components are used in a teacher preparation program.



ADAPTIVE CAPABILITY PROCESS COMPONENT

Content Component Outline

I. Description of the "Content" competencies required as prerequisites to adaptive capabilities.

A. Content in Foundation Areas:

1. Personal

a. Self-Definition

(1) Setting, Mood, Motivation

(a) Needs

1. deference to authority-high, low
2. orderliness-high, low
3. recognition-high, low
4. autonomy-high, low
5. dominance-high, low
6. change (variety)-high, low
7. etc.

(b) Traits

1. outgoing
2. stable
3. dominant
4. conscientious
5. apprehensive
6. self-sufficient
7. etc.

(c) Cognitive Styles

1. problem definer
2. hypothesis builder
3. analyzer
4. synthesizer
5. categorizer
6. theory builder
7. etc.

(d) Abnormal Distortion

1. defensive
2. exclusive
3. autistic
4. suspicious
5. rigid

6. depressed
7. etc.

(e) Knowledge Base

1. inter
2. intra
3. extra

b. Self Direction
c. Self Evaluation

2. Interpersonal

a. Trust
b. Sensitivity
c. Consideration

B. Content in General Area

C. Content in Professional Area

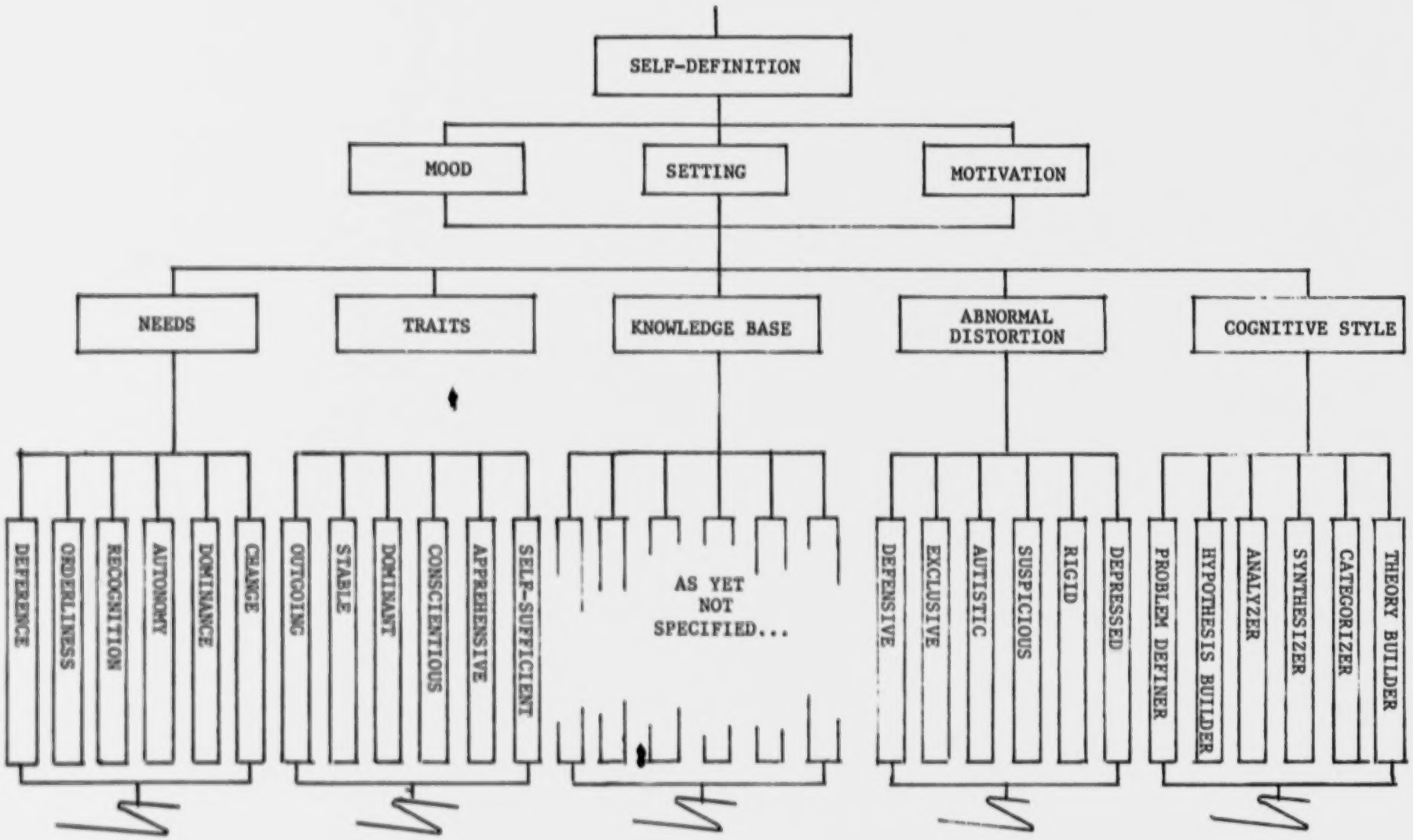
1. Instructional

a. Content
b. Operations

2. Noninstructional

a. Clients
b. Colleagues

SELF-DEFINITION CHART



Self-Definition - A Content Component

This paper will deal with the rationale for the items on the chart entitled "Adaptive Capability-Content." What we are going to attempt to do is to work from the left hand box on that chart which is called "Self-Definition" and work down through increasing levels of specificity to see if we can provide an exemplar which will serve to add more meaning to the boxes.

We are choosing to define self or self-definition in terms of an idea we labeled "Perceptual Screen." This is based on the assumption that each of us tends to react to certain data available to him more powerfully than other data which might be assumed to be equally available. It further assumes that the way we proceed and process data is a function, to some extent, of our own makeup or our own self-concept. The term "Perceptual Screen" might be a direct derivative of the concept that one's memory functions somewhat as a sieve and retains certain elements in his total experience and allows other elements to escape. Our choice in using this concept is that it tends to place the entire system in the present tense and makes it live and functional. This choice is based on the premise that a program of teacher education should somehow be relevant to identifying, assessing, and perhaps altering the perceptual screens existent in potential teachers.

In effect, then, the perceptual screen operates in each person's behavior quite consistently. The basic premise is that if one is aware of his tendency toward accepting certain data and rejecting other data, he has a better chance of controlling his behavior and his perceptions. A second possibility is that the process of examining and classifying one's perceptual screen might enable him to increase his capacity to attend to widely scattered data as well as alternative interpretations of its meaning.

At least three things need to be attended to before one attempts to specify how the perceptual screen might be labeled or categorized. The first of these is the setting in which the assessment takes place. I am sure that most of us are aware that one with a strong vocational commitment to one type of endeavor such as law will tend then to see law in a different sense than he might see an area of life in which he is not thoroughly trained, such as religion or education. This says in effect that the perceptual screen is powerfully influenced by the setting in which it is assessed. It constitutes an argument to assess the perceptual screen of potential teachers in a setting highly relevant to the teaching-learning situation.

A second thing to be attended to is the mood existent at the moment. While personality may in some gross sense be stable, it tends to vary within some parameter of mood existent at any given moment. At least in assessment, one needs to be conscious of the apparent operational mood existent in the individual at the moment and to make some provision to recognize this in any decision-making activity about the validity of the assessment.

The third element is that of motivation. I assume that it is safe to say that without some motivation which might be called tension or incongruity or manifest need existent, there is minimal or random performance. The more important the task at hand seems to be, the more energy one apparently is willing to invest in it. The picture gets complicated, however, when one looks at the effect of extremely high motivation. According to much research, an extremely high motivation tends to produce a somewhat anxious state which then causes the individual's perception to become narrow and causes his behavior to become sterilized. This probably argues for an assessment setting in which there is interest but also in which there is not a great deal of threat to the welfare of the individual.

With these variables which are seen as overall variables being held in mind, it is possible to define at least five systems or categories by which the perceptual screen of an individual could be identified. The first definition of perceptual screen might be that of psychological need. This would be an effort to typify in terms of a need for deference to authority, for orderliness, for recognition not exhibition, for freedom, for dominance, for change. The premise of the definition would be that a person's psychological need tends to influence his perceptual screen in the manner that he is searching for certain elements in his environment because he needs to find them and that he will be more attentive to them than to other elements. An example again would be the need for recognition. If one has a high need for recognition, he seeks those situations and that evidence which enable him to see that he is being recognized by other people. A low need for recognition would cause one to attend to opportunities to be inconspicuous in situations.

A second definition or description of perceptual screen could be made in terms of traits or personality factors. This measurement would take the form of identifying tendencies or factors present in a personality such as the tendency to be outgoing, stable, dominant, conscientious, apprehensive, or self sufficient. In a sense, this definition talks perhaps more about manifest behavior than the previous definition. It infers that one's choices

of action determine powerfully the kind of data which he will contact in his life and suggests, at least, that one would look for opportunities which enable him to behave in terms of his more dominant traits.

A third classification system might be constructed around the concept of cognitive style. This would deal probably more specifically with the intellectual functioning of individuals or with the intellectual organization of the individuals and to a much lesser extent with his feelings and with his personal needs. The following styles or group roles might be identified. Those of the problem definer, the hypothesis builder, the analyzer, the synthesizer, the categorizer, and the theory builder. Some issue might be raised at this point as to whether these are really different styles or whether they are different group roles. Suffice it to say it is at least a possibility for one system of defining perceptual screen.

A fourth classification system might deal with the tendency of an individual to react to evidence or ignore evidence in terms of his deviation from the norm or authoritative interpretation of a specified set of data. It might be called perceptual screen in terms of distortion. The genesis of such a system would probably be found in therapy or in abnormal psychology and the classification system could be developed around the following concepts. In a system such as this, a person would be looking for variables such as the tendency to be defensive, to be exclusive of certain data, to be autistic in his response pattern, to be suspicious, to be rigid, or to exhibit depression. I am not sure at this point that these are the same quality of statements. That is, some impress me as being states of mind where others seem to be more relevant to perceiving and reacting to data. There are at least two levels of relevant observations concerning the knowledge possessed by the individual or the future teacher involved in this. The first level of relevant questions are: How much does the potential teacher know about the system, about the analysis of his perceptual screen, and how much does he know about the origin of that knowledge? The second level of relevance at issue is: How much will his knowledge affect his cognitive screen or his style in attempting to react to data about any given situation?

In summary, the five categories which might constitute the major portion of Self-Definition are: (1) psychological needs, (2) personality traits, (3) cognitive styles, (4) abnormal distortion, and (5) knowledge base. These factors are all influenced by the setting, mood, and motivation of the individual at a given point in time.

A breakdown in chart form has been provided (see chart labeled "Content-Component-Self-Definition"). Also, the interaction of the process component model with this content component has been provided in the paper titled "Two Case Studies: Process Component Interfaced with Content Component."

Two Case Studies: Process Component Interfaced With Content Component

In attempting to relate the content description of Self-Definition to the process component described earlier, we have taken two case studies of actual students and applied the process model. The following description is somewhat representative of the instructional systems approach which might be used.

First of all, several "choice" points are reached during the development of an instructional system. These decisions have to be made on a priority bases. Our first decision is to describe this system in terms of defining the perceptual screen as a function of the psychological needs of the individual. The other defined areas, e.g., traits, cognitive style, etc., are not as high on the list of priorities in our estimation.

Our second decision is concerned with instrumentation. At this time, we are accepting the Edward's Perconal Preference Schedule as the instrument useful in the process of attempting to define psychological needs. In using this instrument, we have made the following statements in describing two students, student A and student B, in relationship to their perceptual screens.

STUDENT A

Student A had the following test scores:

deference to authority, 95th percentile
orderliness, 55th percentile
recognition, 30th percentile
autonomy or freedom, 45th percentile
dominance, 51st percentile
change or variety, 28th percentile

General Overview: The first apparent limitation or problem relating to student A would be the dramatically high percentile score on deference to authority. This suggests that the student tends to be dependent. It says rather directly, at least, that the student is quite willing to accept information and evidence on the basis of authoritative statements. Some examination would need to be made to deal with the question of whether this points out rather directly the tendency of the student to mistrust his own opinions and perceptions. And if this seems to be occurring, to attempt to get at some insight about the basis for it. The low scores following need for recognition and need for change or variety suggest also that there might be some tendency of the

individual to prefer an inconspicuous social role. One of the needed pieces of information would then be first, whether this is an accurate interpretation, and secondly, whether this behavior occurs in the classroom setting.

The tentative interpretations which would be made of the meanings of test scores is a critical element in the overall program. The point is this: If the interpretations are treated as authoritative and are therefore presented to the student in this manner, what we in effect do is diminish the very capacity we are attempting to increase in the overall posture of the Model Teacher Education Program. That is, if a student is told authoritatively that certain things are wrong with him, this can be bad news, especially in settings where he is not aware of it. And in effect what we do is diminish his capacity for self-direction. We also violate the tentativeness of our own knowledge in the first place. So a basic requirement at this point becomes that of establishing an interactive process with students wherein the instructor's effort is to help the student make interpretations rather than where his function would be that of interpreting to and for the student. One of the things, then, that we can establish is a sort of testing ground. The student needs to monitor his own behavior in his study and in his working with children, and his job is to test out the hypothetical interpretations to see if they are real and if they are existent.

Application of Process Model: To run the aforementioned concepts through the Process Component Model (see chart labeled Flow Chart: The Process Component) which is now located in the overall design of the project, it would follow this kind of form. The behavior begins in the box entitled Sensing of Environment. We have established a premise with the student concerning his own behavior. He then scans to see if the behavior occurs or if the behavior does not occur. That puts him in the next step which relates if there is congruence or incongruence. The student will then need to decide in the next steps, 2 and 3, whether his tendency to defer to authority is generalized or specific in his behavior, how powerful it is, and how this relates to his general operation with students. In other words, this would bring him through to the analysis for relevance step. If the student decides that he is able to relate well with children and has a more specific difficulty which is that of relating well to authority, he might divert into the nonrelevant incongruence step; in effect saying, "Well, I can live with the problem as it is." If it is in the road with children as a result of his clarifying and analyzing (relevant congruence step), he then has to define for himself quite specifically (specify incongruence) what the behavioral characteristic is. Then he can observe and

perhaps someone else observes his interaction with students (gathers data) and tries to decide the specific kinds of settings in which the deference becomes a problem or a powerful component and how persistent this characteristic is. We would then get to the step titled Organize Data into Alternatives; and, of course, the difficult question at this point would be: And so what should the student do? I can suggest three possible alternatives. One might be that the decision might be made that the student should work with very young learners. There simply is not the threat of authority. Perhaps behavior might be less prevalent at this grade level. The second decision he might make is to attempt to get a team teaching assignment where a great deal of help and advice would be given by a team leader. In this more or less sheltered setting, the student might be able to function rather well, even with his tendency toward high deference. A third alternative might be to reroute the student in some type of specific self-confrontation experience designed to examine, specify, and hopefully lessen the tendency of the student to defer. This process might also involve a more careful examination of the basis for the deference again dealing with the question of whether it suggests that the student does not trust himself. If this is the case, one then can examine the basis for that kind of decision. Prediction (Assessment of Alternatives) is almost built in as I described the specifying of alternatives. That is, a person then decides which of these looks like the most hopeful route for the individual in question. I assume that the prediction involves two elements: the student predicting in terms of his own perception of it, but with a prediction made by someone perhaps in a more authoritative position so that both the personal and the "professional" part become involved. The accept alternative at this point simply involves the possibility of carrying out some one of the previously described alternatives. A Reject Alternative at this point would say that the selected alternative is not feasible and the person would recycle to generating alternatives, or perhaps, to the scanning function. A possibility might be that the characteristic in the student is simply so dominant and so much in the road that the individual will not be able to proceed in teacher education. This again might be a mutual decision or it might be a private decision.

Then one goes to the Actuation Function; that is, one of the alternatives has been selected; it will be carried out, monitored, and assessed for appropriateness. At the same time, we get routed back to the scanning function. If the selected alternative is effective, one can say at this point that the problem has been cleared up. If the selected alternative seems to be unattainable, one could then work through to the decision point about alternatives and attempt to follow out the second or third alternative.

In general, as the problem definition was initially stated, it appears that our model is relevant to this process and does serve to make the specific elements in the process much more specific than they are presently in the system of teacher education now.

If one reexamines student A in terms of the specified criterion listed under Self-Definition (Defining the Perceptual Screen) in terms of psychological needs, it seems safe to say that in the overall sense the prognosis for the student would be favorable. In other words, if one were to attempt to use the test as a criteria measure, they would probably conclude that it is a favorable set of scores in terms of the criterion measure and that the subsequent treatment would not be exceedingly complex. We will attempt to use the model on a student with different characteristics and see whether it will hold up again.

STUDENT B

Student B had on the Edward's Personal Preference Schedule the following scores:

deference to authority, 99th percentile
orderliness, 99th percentile
recognition, 0 percentile
autonomy or freedom, 9th percentile
dominance, 2nd percentile
change or variety, 28th percentile

General Overview: An analysis of this set of test scores first of all leads one to a somewhat pessimistic look at the basic perceptual screen. The extreme scores on deference to authority and on need to order suggest first of all that the student seems to be overwhelmed by the problems she faces. The exhibition or recognition score at zero suggests powerfully someone who does not want to be paid attention to. Autonomy, the need for personal freedom, is again at the 9th percentile level. In focusing back up to deference, it seems to reinforce rather clearly the idea that this student does not wish to make her own decisions but wishes very much to be told what to do. The dominance score, the next one down the line, the need to win arguments to make a point of view prevail, is virtually nonexistent. Coupling back up with the above two scores, it suggests that the student apparently does not have much confidence or commitment to her own convictions. The final test score, the need for variety or change, being low, suggests a hesitance to get involved in the different situations. The overall pattern suggests one of dependence, self rejection and in the global sense, a student lacking in the capacity at this point to become a

self-directed learner. One, then, at this point can establish some premises about the behavioral characteristics of the student in a teaching situation. Logically, one would assume that she would tend to be vague, hesitant, lack force in her mannerisms, anxious and nervous in front of students, extremely willing to accept criticism, and that she would be dependent upon authority figures to make analyses interpretations for her. If these perceptions were related to the student "in a somewhat less forceful manner than stated here," we would then have established a number of hypotheses to be tested.

Application of Process Model: The hypotheses we will attempt to run through in relation to student B are these: the student's mannerisms in front of people will be typified by a vague, ill-defined, weak approach. The student's behavior would be observed preferably, I suppose, by himself and by one of the professors or authority figures in the setting (Sensing of Environment). If the behavior is perceived as being inadequate (incongruent), there then needs to be some more specific statements made about the behavior (Clarify Incongruence), the basis for it, the effect of it on people, and the decision concerning whether it is powerful enough to cause the student to be unable to function (Analyze for Relevance). If the student is able to function at some satisfactory degree of effectiveness, he would then go to Sensing of Environment and the student would continue in training. If the performance is inadequate, we then move to the specification of the problem (Specify Incongruence). The specification might take several forms, e.g., the student tends to use nondirective language; the student tends toward excessive verbalization of alternatives; the student's posture and voice lack in quality of decisiveness. However, the problem as specified then leads into the data gathering session. Somehow the behavior must be made obvious to the student in training so that there is clear agreement that the data supports the problem as previously specified. One then gets to the specification of alternatives (Organize Data into Alternatives). One of the alternatives for this student might be that of dropping out of teacher education. A second alternative would be to reroute the student into the part of the program entitled Self-Definition, the assumption being that there then becomes somewhat of a therapeutic setting in which the student can examine a rather fundamental basis for his manifest behavior. A third alternative might be simply to increase the practice time for the student in front of children with the assumption that the problem might diminish simply as a function of increased experience. Again, each alternative would be assessed in terms of its hopefulness both in the point of view of the student as well as the instructor (Assessment of Alternatives).

Assuming that the decision was that the student needs to be routed back into a self-definition part of the program (second alternative), at some point in that subsystem the student would be routed back into the regular system at the first step--in other words, at the starting level to test whether the behavior was still present. This would be only after the student had gone through a remedial subsystem.

If the alternative chosen was that the student should gain further experience in front of children, this would be carried out. Assuming that there is no apparent improvement in the behavior because of the further experience, the student would then be returned to the place in the process model where alternatives are specified, and perhaps one of the other alternatives would be followed out at this point.

The final decision point would be one of two: (a) the student is unable to manifest the appropriate level of decisiveness in his teaching behavior and is therefore eliminated from the program, or (b) the student's behavior develops to the point at which he satisfied this criterion measure and he would then be through this element of the subsystem and back into the main system. At this point, the student would begin appraising his environment again to determine if any other incongruencies are prevalent.

Summary: In previewing these two case studies, we have found the process model to be extremely useful in the development of an instructional system which would perpetuate the overall desire of the Model Teacher Education Program, that of providing the learner with capabilities that allow him to become an adaptive person. It is our conviction that through the continual use of such a "process component" in the varied content areas, the learner will acquire the capabilities we believe necessary to become a "capable" teacher.